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Module 4

We all behave because of how we feel

“You cannot make yourself feel something you do not feel, but you can make yourself do right in spite of your feelings.”

Pearl S. Buck – author

Objectives

By the end of this module pupils will have:

- understood the importance of recognising how they are feeling
- seen that we can separate how we feel and how we behave
- practised expressing appreciation for others
- explored their ways of reacting to criticism
- realised that they can choose a positive reaction to a bad situation
- understood that in any situation, everyone shares the same feeling underneath.

Pupil activity

Unit 17 Knowing how we feel

**You will need**

- your notebooks
- something to write with
- coloured pens or pencils
- to sit with your buddy.



The purpose of this session is to recognise how we are feeling at any particular time.

How are you feeling now? Yes, right now! It's worth knowing, because everyone you talk to will pick up on how you are feeling, even if it's nothing to do with them.

Recognising our feelings helps us to communicate more effectively.

**Action**

Brainstorm with your buddy: how many different emotions can you think of in 1 minute?

Your teacher will compile a class list and together you will decide different colours for different emotions.



Draw a heart in your book and colour it in according to what emotions you are feeling, making the strongest feeling cover the biggest area. Next to the heart, write a list of the emotions you have chosen. Use the colour that represents that emotion for each word.



When you have completed your heart emotion, write in your notebook:

'Being aware of my own feelings helps me communicate well.'

**Thought to go**

Over the next week spend a few minutes a day being aware of how you feel.

Notice how your feelings change from time to time.

Pupil activity

Unit 20 Putting up barriers

You will need

- your notebook
- something to write with.

Today we are looking at the idea that we can choose how we react to any situation.

Action

Why do we react defensively if we feel criticised? Sometimes criticism can trigger our feelings of not being good enough. Discuss this idea as a group.

Imagine the relay race at a swimming gala. One person shouts at her team-mate,



'You didn't touch the end – we lost the race because of you!'

How would you react?

Your teacher will write the responses on the board, e.g.

- 'No I didn't!'
- 'I'll remember next time.'
- 'It wasn't all my fault!'
- 'I'm an idiot!'
- 'I'll practise for the next one!'



Talk with your neighbour about which responses are closest to how *you* have reacted when you have been criticised in the past. What were the feelings which made you choose to react in this way?

Pupil activity

Unit 20 Putting up barriers

continued

If your past reaction was not helpful (i.e. led to an argument or bad feeling), how else could you have chosen to respond, making the outcome a happier one instead?



Write your new choice in your notebook.

If you agree with the following statement, write in your notebook:

'I can choose to use criticism in a positive way so I can learn.'



Thought to go

During the week, aim to be calm and react positively to difficult situations so you can learn.